DOCUMENT RESUME

ED 477 433 PS 031 324

AUTHOR	Silver, Michael; Zito, Michael
TITLE	The Side-by-Side Comparison: Coordinated Compliance Review for Child Development Programs, 2002-2003 and Program Review Instrument for Systems Monitoring, 2002.
INSTITUTION	California State Dept. of Education, Sacramento.
SPONS AGENCY	American Institutes for Research, Washington, DC.
PUB DATE	2003-00-00
NOTE	50p.
AVAILABLE FROM	California Department of Education, CDE Press, Sales Office, P.O. Box 271, Sacramento, CA 95812-0271. Tel: 916-445-1260; Fax: 916-323-0823; Web site: http://www.cde.ca.gov.
PUB TYPE	Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Accountability; Compliance (Legal); *Early Childhood Education; *Educational Practices; Educational Quality; Equal Education; Evaluation Criteria ; *National Standards; Parent Participation; Professional Development; Program Administration; Program Evaluation; School Community Relationship; *Self Evaluation (Groups); *State Standards; Teacher Student Relationship
IDENTIFIERS	*California; Head Start Program Performance Standards; Program Quality Review; *Project Head Start

ABSTRACT

This document provides the Side-by-Side Comparison, a tool to assist early care and development programs receiving funds from both Head Start and the California Department of Education to prepare for state and federal program monitoring reviews and to conduct self-evaluations. The instrument is designed to be used for the California coordinated compliance review (CCR) and the federal Head Start program compliance monitoring process, Program Review Instrument for Systems Monitoring (PRISM). The instrument also lists suggested documentation that can be used to demonstrate compliance with CCR items and PRISM core questions. The introduction explains the purpose for this instrument, identifies challenges for co-located programs, and describes how to use the instrument. The remainder of the instrument is organized in six sections, according to the CCR key dimensions. Each section displays in column 1 the CCR compliance items and codes delineating the child development programs affected, alongside the related PRISM core questions and performance standards in column 2. Suggested documentation demonstrating compliance for each process is displayed in columns 3 and 4, respectively. The areas assessed by this instrument are: (1) standards, assessment, and accountability; (2) teaching and learning; (3) opportunity (equal educational access); (4) staffing and professional growth; (5) parent and community involvement; and (6) governance and administration. Appended are references from the Code of Federal Regulations for Head Start performance standards related to each core question. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 477 433

The Side-by-Side Comparison

Coordinated Compliance Review for Child Development Programs 2002-2003

and

Program Review Instrument for Systems Monitoring 2002

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Michael Ziko

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

California Department of Education
Sacramento, 2003

PS 031324

The Side-by-Side Comparison: Coordinated Compliance Review for Child Development Programs, 2002-2003, *and* Program Review Instrument for Systems Monitoring, 2002

BEST COPY AVAILABLE

The Side-by-Side Comparison

Coordinated Compliance Review for Child Development Programs 2002-2003

Program Review Instrument for Systems Monitoring 2002

California Head Start–State Collaboration Office
California Department of Education

Publishing Information

The Side-by-Side Comparison: Coordinated Compliance Review for Child Development Programs, 2002-2003, and Program Review Instrument for Systems Monitoring, 2002 was developed by the American Institutes for Research (AIR) under contract with the California Head Start–State Collaboration Office (CHSSCO). It was designed and prepared for printing by the staff of CDE Press and was published by the California Department of Education, 1430 N Street, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© 2003 by the California Department of Education
All rights reserved

Prepared for publication by CSEA members.

BEST COPY AVAILABLE

Contents

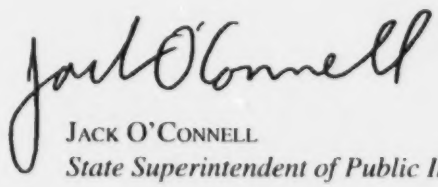
Message from the State Superintendent of Public Instruction v
Introduction 1
I. Standards, Assessment, and Accountability 5
II. Teaching and Learning 8
III. Opportunity (Equal Educational Access) 18
IV. Staffing and Professional Growth 22
V. Parent and Community Involvement 25
VI. Governance and Administration 31
Appendix: Text References for Performance Standards Related to Each Core Question 33
Selected References 45

Message from the State Superintendent of Public Instruction

The California Department of Education has been supporting high-quality child development programs since the 1940s. Over the years many local agencies have established state-funded child development programs and have also become Head Start grantees. Currently, almost 60 percent of California's Head Start grantees operate state-funded programs. This effective combining of state and federal resources results in more comprehensive, seamless services for our families.

The California Department of Education is committed to assisting programs that are funded by both Head Start and our department so that they can operate as efficiently and effectively as possible. This *Side-by-Side Comparison* offers guidance for staff as they prepare for both state and federal monitoring visits.

I appreciate your efforts to provide high-quality child development programs for our young children, and I hope that you find this document helpful.



JACK O'CONNELL
State Superintendent of Public Instruction

Introduction

This document provides a side-by-side comparison of specific components of the California Department of Education coordinated compliance review (CCR), as revised in 2002 to incorporate Desired Results for Children and Families, and the federal Head Start program compliance monitoring process, known as PRISM (Program Review Instrument for Systems Monitoring), which is composed of a set of 17 core questions and related performance standards.

Purpose

The *Side-by-Side Comparison* is designed as a tool to assist child care and development programs that receive funds from both Head Start and the Department, referred to in this document as *colocated programs*. Colocated programs are required to participate in both a PRISM review and a Department (Child Development Division [CDD]) review. Therefore, administrators of colocated programs must provide evidence of compliance with both the Head Start program performance standards and the Department's program quality standards. The *Side-by-Side Comparison* provides a means to compare the Department's CCR compliance items with related Head Start core questions and performance standards. In addition, it lists suggested documentation that can be used to demonstrate compliance with CCR items and Head Start core questions. Given that many of the standards or compliance items in each program are very similar (and in some cases duplicative), programs can often use the same supporting documentation for both reviews.

It is important to note that the Head Start PRISM and the Department's CCR are two entirely different processes. This tool does not replace those monitoring systems. While the *Side-by-Side Comparison* is meant as a general guide for child development programs with colocated CDD-funded state early education and Head Start programs, program directors should continue to scrutinize the specific requirements of the federal and state review processes.

Challenges for Colocated Programs

It is difficult to create a one-to-one match between the CCR compliance items and the Head Start core questions and standards because the core questions encompass multiple performance standards across the various sections of the standards. In addition, the challenges of creating such a side-by-side comparison of the two monitoring processes reflect some of the inherent differences between the Department's and Head Start's approaches to program monitoring.[1] Although the overall goals of both systems are similar—to use information for ongoing program improvement—the implementation of the monitoring process is quite different. This tool aims to help colocated programs identify areas of overlap and, thereby, help program administrators to prepare for federal, state, and self-review processes.

[1] For example, Core Question 8, Fiscal Management Standards, and Core Question 17, Facilities, Materials, Equipment, and Transportation Standards, are not fully addressed in this document because no direct comparisons can be made to the CCR instrument, which does not specifically include these program areas. However, Core Question 8 corresponds to a requirement that is included in the CDD Funding Terms and Conditions pertaining to the annual fiscal audit that all programs must submit. Although Core Question 17 is referred to in this document in a limited capacity, it corresponds more directly to California licensing requirements for child care and development programs.

BEST COPY AVAILABLE

User's Guide

The text for the side-by-side comparison is divided into sections according to the CCR key dimensions (I through VI). Each section displays the CCR compliance items (column 1) alongside the related PRISM core questions and performance standards (column 2). The suggested documentation to demonstrate compliance for each process is displayed in columns 3 and 4, respectively. (See Figure 1.) Sections of the *Code of Federal Regulations* (*CFR*) form the basis of the Head Start program performance standards listed in column 2; the full text for those sections is in the appendix.

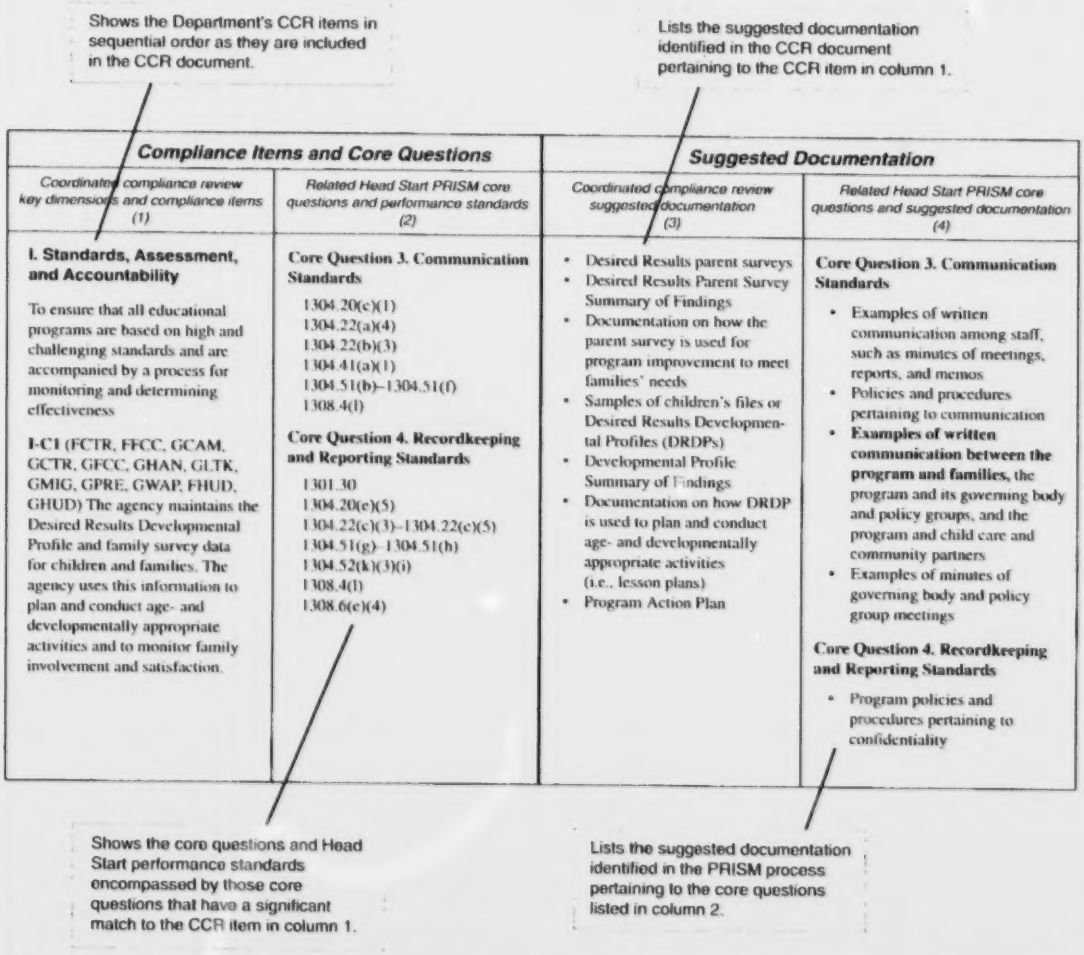

Shows the Department's CCR items in sequential order as they are included in the CCR document.
Lists the suggested documentation identified in the CCR document pertaining to the CCR item in column 1.
Compliance Items and Core Questions
Suggested Documentation
Coordinated compliance review key dimensions and compliance items (1)
Related Head Start PRISM core questions and performance standards (2)
Coordinated compliance review suggested documentation (3)
Related Head Start PRISM core questions and suggested documentation (4)
I. Standards, Assessment, and Accountability
To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
I-C1 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The agency maintains the Desired Results Developmental Profile and family survey data for children and families. The agency uses this information to plan and conduct age- and developmentally appropriate activities and to monitor family involvement and satisfaction.
Core Question 3. Communication Standards
1304.20(c)(1)
1304.22(a)(4)
1304.22(b)(3)
1304.41(a)(1)
1304.51(b)–1304.51(f)
1308.4(l)
Core Question 4. Recordkeeping and Reporting Standards
1301.30
1304.20(e)(5)
1304.22(c)(3)–1304.22(c)(5)
1304.51(g)–1304.51(h)
1304.52(k)(3)(i)
1308.4(l)
1308.6(e)(4)
• Desired Results parent surveys
• Desired Results Parent Survey Summary of Findings
• Documentation on how the parent survey is used for program improvement to meet families' needs
• Samples of children's files or Desired Results Developmental Profiles (DRDPs)
• Developmental Profile Summary of Findings
• Documentation on how DRDP is used to plan and conduct age- and developmentally appropriate activities (i.e., lesson plans)
• Program Action Plan
Core Question 3. Communication Standards
• Examples of written communication among staff, such as minutes of meetings, reports, and memos
• Policies and procedures pertaining to communication
• Examples of written communication between the program and families, the program and its governing body and policy groups, and the program and child care and community partners
• Examples of minutes of governing body and policy group meetings
Core Question 4. Recordkeeping and Reporting Standards
• Program policies and procedures pertaining to confidentiality
Shows the core questions and Head Start performance standards encompassed by those core questions that have a significant match to the CCR item in column 1.
Lists the suggested documentation identified in the PRISM process pertaining to the core questions listed in column 2.

Figure 1

BEST COPY AVAILABLE

The codes noted in column 1 (e.g., F2AP and GHUD) refer to the child development programs affected by the compliance items. The programs those codes refer to are as follows:

(F2AP)	Federal CalWORKs (Stage 2)
(F3TO)	Federal CalWORKs (Stage 3)
(FAPP)	Federal Alternative Payment
(FCPS)	Federal Child Protective Services
(FCTR)	Federal Child Care (Center-Based)
(FHUD)	Federal HUD Child Care
(FFCC)	Federal Family Child Care
(G2AP)	General CalWORKs (Stage 2)
(G3TO)	General CalWORKs (Stage 3)
(GAPP)	General Alternative Payment
(GCAM)	Campus Child Care
(FBRR)	Federal Resource and Referral
(GCPS)	General Child Protective Services
(GCTR)	General Child Care
(GFCC)	General Family Child Care
(GFRR)	Resource and Referral
(GHAN)	Handicapped Child Care
(GLTK)	Latchkey Programs
(GMIG)	Migrant Child Care
(GPRE)	State Preschool
(GWAP)	Full Day Preschool
(GHUD)	General HUD Child Care

In column 4 the Head Start documentation or information that appears to be the most relevant to each CCR item is printed in **boldface** to provide child care and development programs with guidance on the type of documentation that can be used for reviews under each system. It is important to note that only those items that appear to be highly related are boldfaced. Those items are not meant to compose an exhaustive list of documentation that a program may produce to demonstrate compliance with both CCR regulations and the Head Start performance standards. Additional documentation maintained by the program may augment the suggested documents.

Acknowledgments

Special commendation is extended to the following people for their guidance and suggestions during the development of this document: Wilda Davison and Pat Stroh, Contra Costa County Head Start; Denise Lee, SETA Head Start; Mary O'Neill, OPTIONS Child Development Centers; Mary Staudy, Human Resources Council, Calaveras County Head Start; Barbara Metzuk, Child Development Division, California Department of Education; and Jerry Gomez and Susan Honciano, U.S. Department of Health and Human Services, Administration for Children and Families, Region IX. Thanks also go to the American Institutes for Research team, led by Deborah Montgomery, for its fine work.

Development of this publication was facilitated by Michael Silver, Director, and Michael Zito, Coordinator, California Head Start–State Collaboration Office.

The *Side-by-Side Comparison* is also available on the California Head Start–State Collaboration Office Web site at <*www.cde.ca.gov*>; scroll to "Head Start Collaboration."

I. Standards, Assessment, and Accountability

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
I. Standards, Assessment, and Accountability To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness **I-C1** (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The agency maintains the Desired Results Developmental Profile and family survey data for children and families. The agency uses this information to plan and conduct age- and developmentally appropriate activities and to monitor family involvement and satisfaction.	**Core Question 3. Communication Standards** 1304.20(c)(1) 1304.22(a)(4) 1304.22(b)(3) 1304.41(a)(1) 1304.51(b)–1304.51(f) 1308.4(l) **Core Question 4. Recordkeeping and Reporting Standards** 1301.30 1304.20(e)(5) 1304.22(c)(3)–1304.22(c)(5) 1304.51(g)–1304.51(h) 1304.52(k)(3)(i) 1308.4(l) 1308.6(e)(4) **Core Question 9a. Prevention and Early Intervention Standards** 1304.20 1304.21(c)(1)(iii) 1304.22–1304.24 1304.40(c)(1)(i)–(iii) 1304.40(c)(2) 1304.40(f) 1304.41(a)(2) 1304.41(b) 1304.53(a)(6) 1304.53(a)(8) 1304.53(a)(10)(i)–1304.53(a)(10)(iii) 1304.53(a)(10)(v)–1304.53(a)(10)(xvii) 1306.30(c) 1306.33(c)(3) 1308.6 1308.20 1310.21	• Desired Results parent surveys • Desired Results Parent Survey Summary of Findings • Documentation on how the parent survey is used for program improvement to meet families' needs • Samples of children's files or Desired Results Developmental Profiles (DRDPs) • Developmental Profile Summary of Findings • Documentation on how DRDP is used to plan and conduct age- and developmentally appropriate activities (i.e., lesson plans) • Program Action Plan	**Core Question 3. Communication Standards** • Examples of written communication among staff, such as minutes of meetings, reports, and memos • Policies and procedures pertaining to communication • **Examples of written communication between the program and families,** the program and its governing body and policy groups, and the program and child care and community partners • Examples of minutes of governing body and policy group meetings **Core Question 4. Recordkeeping and Reporting Standards** • Program policies and procedures pertaining to confidentiality • **Files of focus children and families, including assessment data** • A selection of status reports • A selection of reports for the governing body, policy group(s), and staff **Core Question 9a. Prevention and Early Intervention Standards** • **Focus children's files for results from developmental screenings** • Health records • Health- and safety-related policies and procedures • Results from environmental tests, if applicable • Menus • Plans for health and safety activities • The bus ride checklist

BEST COPY AVAILABLE

I. Standards, Assessment, and Accountability *(Continued)*

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
I-C1 (Continued)	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21 **Core Question 13. Family Partnership Building Standards** 1304.20(e) 1304.21(a)(2) 1304.23(b)(4) 1304.40 1304.50(a)(1) 1306.30(b) 1308.19(j) 1308.21		• Health services advisory committee meeting minutes • The program's plan for early childhood development and health services • The health and safety checklist **Core Question 10. Individualization Standards** • Written curriculum • **Periodic recordings of each child's developmental progress in each of the eight domains of learning and development** • **The program's plan for services for children** **Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist **Core Question 13. Family Partnership Building Standards** • Conversation or anecdotal notes • **Any evidence describing family goals and progress in meeting them, such as family portfolios** • Information on pre-existing plans with other agencies, when applicable • Interagency agreements or memorandums of understanding (MOUs) • **The program's written plan for family and community partnerships**

Compliance Items and Core Questions		Suggested Documentation	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
I-C2 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, FBRR) The agency has developed and implemented an annual evaluation plan that determines whether the program goals and objectives are being met.	**Core Question 2. Planning Standards** 1304.51(a) 1305.3 1306.30(a) 1306.30(d) 1306.31–1306.36 1308.4 **Core Question 5. Ongoing Monitoring Standards** 74.51 1304.51(i)(2)–1304.51(i)(3) 1308.4(d) **Core Question 6. Self-Assessment Standards** 1304.51(i)(1)–1304.51(i)(3)	• Annual evaluation plan, including: – Verification that self-assessment was included in the plan – Assessments of the program by parents, staff, and board members – Documentation demonstrating that goals and objectives or program components were modified as a result of the annual evaluation process • Documentation of ongoing monitoring or process • Self-assessment • Desired Results summary data on parent surveys • Desired Results summary data on coordinated compliance and Contract Monitoring Review Instrument • Desired Results summary data on environment rating scales	**Core Question 2. Planning Standards** • Community assessment • **Statement of long-range goals and short-term objectives** • **Decision making about program options** • **Written program evaluation plan(s)** **Core Question 5. Ongoing Monitoring Standards** • **Program policies and procedures pertaining to ongoing monitoring** • **Written documentation of periodic monitoring activities, including reports to any delegate agencies** • The bus ride checklist • The health and safety checklist **Core Question 6. Self-Assessment Standards** • **The annual self-assessment data and analysis, including progress toward meeting program goals and objectives and implementing federal regulations**

BEST COPY AVAILABLE

II. Teaching and Learning

Compliance Items and Core Questions		Suggested Documentation	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II. Teaching and Learning To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices **II-C3** (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program's approach to child development and education is developmentally, linguistically, and culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 11. Disabilities Services Standards** 1304.20(c)(4) 1304.20(f) 1304.21(a)(1)(ii) 1304.23(a)(2) 1304.24(a)(3)(iii) 1304.41(a)(4) 1304.53(a)(10)(xvii) 1304.53(b)(1)(iii) 1308 1310.22(b) **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21	• Environment rating scale: ECERS (Early Childhood Environment Rating Scale)–Space and furnishings and program structure ITERS (Infant/Toddler Environment Rating Scale)–Furnishings and display for children and program structure SACERS (School-Age Care Environment Rating Scale)–Space and furnishings, program structure, and special needs supplementary items FDCRS (Family Day Care Rating Scale)–Space and furnishings for care and learning, learning activities, social development, and provisions for exceptional children	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children** **Core Question 11. Disabilities Services Standards** • Individualized family service plans (IFSPs) • Individualized education programs (IEPs) • Results from developmental screenings and assessments, including records of children's ongoing progress • **The program's plan for disabilities services** • The bus ride checklist • The health and safety checklist **Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist • Lesson plan

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II-C4 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program is inclusive of children with exceptional needs, is consistent with their individualized family service plan or individualized education program, and promotes an environment of acceptance.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 11. Disabilities Services Standards** 1304.20(c)(4) 1304.20(f) 1304.21(a)(1)(ii) 1304.23(a)(2) 1304.24(a)(3)(iii) 1304.41(a)(4) 1304.53(a)(10)(xvii) 1304.53(b)(1)(iii) 1308 1310.22(b) **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21	• Environment rating scale: ECERS–Interactions, program structure, space and furnishing, and personal care routines ITERS–Interactions and program structure SACERS–Interactions and special needs supplementary items FDCRS–Provisions for exceptional children	**Core Question 10. Individualization Standards** • Written curriculum • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children** **Core Question 11. Disabilities Services Standards** • **IFSPs** • **IEPs** • **Results from developmental screenings and assessments, including records of children's ongoing progress** • **The program's plan for disabilities services** • The bus ride checklist • The health and safety checklist • Interagency agreements **Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • The written curriculum reflecting the inclusion of the eight domains • Daily schedules • The bus ride checklist • Lesson plan

II. Teaching and Learning *(Continued)*

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II-C5 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well-being.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 13. Family Partnership Building Standards** 1304.20(e) 1304.21(a)(2) 1304.23(b)(4) 1304.40 1304.50(a)(1) 1306.30(b) 1308.19(j) 1308.21	• Environment rating scale: ECERS–Language and reasoning, activities, and interactions ITERS–Listening and talking, learning activities, program structure, and adult needs SACERS–Activities and interactions FDCRS–Language and reasoning, learning activities social development, and adult needs	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children** **Core Question 13. Family Partnership Building Standards** • Conversation or anecdotal notes • Any evidence of family goals and progress in meeting them, such as family portfolios • Information on pre-existing plans with other agencies, when applicable • Interagency agreements or MOUs • **The program's written plan for family and community partnerships**
II-C6 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program supports children's social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits; and having realistic expectations.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19	• Environment rating scale: ECERS–Language and reasoning, interactions, and program structure ITERS–Learning activities, interactions, and program structure SACERS–Interactions, program structure, and special needs supplementary items FDCRS–Language and reasoning, learning activities, social development, adult needs, and provisions for special needs	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children**

Compliance Items and Core Questions		Suggested Documentation	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II-C6 (Continued)	**Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21		**Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist
II-C7 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program staff supports children's social and emotional development by planning routines and transitions so they can occur in a timely, predictable, and unhurried manner according to each child's needs. The program also provides a balanced daily program of child-initiated and adult-directed activities, including individual and small-group activities.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21	• Environment rating scale: ECERS–Space and furnishings, personal care routines, interactions, program structure, and parents and staff ITERS–Furnishings and displays for children, personal care routines, interactions, and program structure SACERS–Space and furnishings, health and safety, interactions, and program structure FDCRS–Space and furnishings for care and learning, basic care, learning activities, and provisions for special needs	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children** **Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist • Lesson plan

II. Teaching and Learning *(Continued)*

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II-C8 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program helps children develop emotional security and facility in social relationships.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21	• Environment rating scale: ECERS–Personal care routines, language and reasoning, interactions, and program structure ITERS–Personal care routines, interactions, program structure, and adult needs SACERS–Interactions, program structure, and special needs supplementary items FDCRS–Language and reasoning, learning activities, and provisions for exceptional needs	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children** **Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist
II-C9 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program provides for the development of each child's cognitive and language skills by using various strategies, including experimentation, inquiry, observation, play, and exploration.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c)	• Environment rating scale: ECERS–Space and furnishings, language and reasoning, activities, interactions, and program structure ITERS–Furnishing and display for children, learning activities, and program structure SACERS–Space and furnishings, activities, interactions, program structure, and special needs supplementary items FDCRS–Space and furnishings, language and reasoning, learning activities, and provisions for exceptional needs	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children** **Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains**

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II-C9 (Continued)	1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21		• Daily schedules • The bus ride checklist • Lesson plan
II-C10 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program provides for the development of each child's cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21	• Environment rating scale: ECERS–Activities and interactions ITERS–Learning activities, interactions, and program structure SACERS–Activities and interactions FDCRS–Language and reasoning and learning activities	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children** **Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist • Lesson plan
II-C11 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19	• Environment rating scale: ECERS–Personal care routines, language and reasoning, interactions, and program structure ITERS–Personal care routines, listening and talking, interactions, and program structure SACERS–Interactions and special needs supplementary items FDCRS–Basic care, language and reasoning, and provisions for exceptional needs	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children**

II. Teaching and Learning *(Continued)*

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II-C11 (Continued)	**Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21		**Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist • Lesson plan
II-C12 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program provides for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities suited to the developmental level of each child.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21 **Core Question 17. Facilities, Materials, Equipment, and Transportation Standards** 84.5 1304.21(a)(4)(iv)	• Environment rating scale: Focus on items that are listed in *CCR, 2002-2003* (ECERS, ITERS, SACERS, FDCRS)	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children** **Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist • Lesson plan **Core Question 17. Facilities, Materials, Equipment, and Transportation Standards** • The results from ongoing monitoring of health and safety

Compliance Items and Core Questions		Suggested Documentation	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II-C12 (Continued)	1304.21(a)(5)–1304.21(a)(6) 1304.22(e)(7) 1304.23(e) 1304.53(a)(1)–1304.53(a)(5) 1304.53(a)(7)–(9) 1304.53(a)(10)(iv) 1304.53(a)(10)(xiv)–1304.53(a)(10)(xv) 1304.53(a)(10)(xvii) 1304.53(b) 1306.30(c) 1308.4(o)(4)–1308.4(o)(6) 1310.10 1310.12(b) 1310.13–1310.15(b) 1310.15(d) 1310.20 1310.22(b) 1310.23		• The annual safety inspection • Licenses • Maintenance logs • Procurement requests and/or purchasing records (if needed) • The health and safety checklist • The bus ride checklist
II-C13 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program promotes each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child's physical development by providing appropriate time, space, equipment, materials, and adult guidance for the development of fine motor skills according to each child's developmental level.	**Core Question 10. Individualization Standards** 1304.20(d) 1304.20(f) 1304.21(a) 1304.21(c)(1)(i) 1304.23(b)(1) 1304.40(a)(2) 1308.19 **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21	• Environment rating scale: ECERS–Space for furnishings, activities, and interactions ITERS–Furnishing and display for children, personal care routines, learning activities, and interactions SACERS–Space and furnishings FDCRS–Space and furnishings for care and learning, learning activities, and provisions for exceptional needs	**Core Question 10. Individualization Standards** • **Written curriculum** • Periodic recordings of each child's developmental progress in each of the eight domains of learning and development • **The program's plan for services for children** **Core Question 12. Curriculum and Assessment Standards** • **The grantee's plan for child development services** • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist • Lesson plan

II. Teaching and Learning *(Continued)*

Compliance Items and Core Questions		Suggested Documentation	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II-C13 (Continued)	**Core Question 17. Facilities, Materials, Equipment, and Transportation Standards** 84.5 1304.21(a)(4)(iv) 1304.21(a)(5)–1304.21(a)(6) 1304.22(e)(7) 1304.23(e) 1304.53(a)(1)–1304.53(a)(5) 1304.53(a)(7)–(9) 1304.53(a)(10)(iv) 1304.53(a)(10)(xiv)–1304.53(a)(10)(xv) 1304.53(a)(10)(xvii) 1304.53(b) 1306.30(c) 1308.4(o)(4)–1308.4(o)(6) 1310.10 1310.12(b) 1310.13–1310.15(b) 1310.15(d) 1310.20 1310.22(b) 1310.23		**Core Question 17. Facilities, Materials, Equipment, and Transportation Standards** • The results from ongoing monitoring of health and safety • The annual safety inspection • Licenses • Maintenance logs • Procurement requests and/or purchasing records (if needed) • **The health and safety checklist** • The bus ride checklist
II-C14 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program maintains health and safety practices. The program includes a nutritional component and ensures that children have nutritious meals and snacks while they are in the program. Health nutrition education is integrated into the program activities.	**Core Question 9a. Prevention and Early Intervention Standards** 1304.20 1304.21(c)(1)(iii) 1304.22–1304.24 1304.40(c)(1)(i)–(iii) 1304.40(c)(2) 1304.40(f) 1304.41(a)(2) 1304.41(b) 1304.53(a)(6) 1304.53(a)(8)	• Environment rating scale: ECERS–Personal care routine ITERS–Personal care routine and program structure SACERS–Health and safety, interactions, and program structure FDCRS–Basic care, adult needs, and provisions for children's exceptional needs	**Core Question 9a. Prevention and Early Intervention Standards** • Focus children's files for results from developmental screenings • Health records • **Health- and safety-related policies and procedures** • Results from environmental tests, if applicable • **Menus** • **Plans for health and safety activities** • The bus ride checklist

Compliance Items and Core Questions		Suggested Documentation	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
II-C14 (Continued)	1304.53(a)(10)(i)– 1304.53(a)(10)(iii) 1304.53(a)(10)(v)–1304.53(a)(10)(xvii) 1306.30(c) 1306.33(c)(3) 1308.6 1308.20 1310.21 **Core Question 12. Curriculum and Assessment Standards** 1304.3(a)(5) 1304.21 1304.23(b)–1304.23(c) 1304.40(e)–1304.40(f) 1306.30(b) 1308.4(c) 1310.21		• Health services advisory committee meeting minutes • **The program's plan for early childhood development and health services** • **The health and safety checklist** **Core Question 12. Curriculum and Assessment Standards** • The grantee's plan for child development services • **The written curriculum reflecting the inclusion of the eight domains** • Daily schedules • The bus ride checklist • Lesson plan

III. Opportunity (Equal Educational Access)

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
III. Opportunity (Equal Educational Access) To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities **III-C15** (FCTR, FCPS, FFCC, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO) Families with children enrolled in the program have met the eligibility requirement of that program, and required documentation is complete.	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** 1305.3–1305.8 1308.5	• Enrollment and attendance register (Form CD-9400 or comparable form) • Attendance and fiscal report • Sample of family eligibility files, including applications for child development services and certifications of eligibility (Form CD-9600) or comparable forms	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** • The current community assessment • **Eligibility, selection, and enrollment criteria** • Written information on the recruitment process and the recruitment area • The current waiting list of eligible children • **Income verification forms from focus children's records** • Class rosters and home visitor assignments • **The set of attendance records** • **Written enrollment procedures** • Evidence of recruitment and enrollment of children with disabilities • The policy council meeting minutes concerned with eligibility, selection, and enrollment issues
III-C16 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO) Families with children enrolled in the program have met the need requirement.	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** 1305.3–1305.8 1308.5	• Sample of family eligibility files, including applications for child development services and certifications of eligibility (Form CD-9600) or comparable forms	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** • The current community assessment • **Eligibility, selection, and enrollment criteria** • Written information on the recruitment process and the recruitment area • The current waiting list of eligible children • **Income verification forms from focus children's records**

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
III-C16 (Continued)			• Class rosters and home visitor assignments • **The set of attendance records** • **Written enrollment procedures** • Evidence of recruitment and enrollment of children with disabilities • The policy council meeting minutes concerned with eligibility, selection, and enrollment issues
III-C17 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, GPRE, FHUD, GHUD, GAPP, G2AP, G3T0, FAPP, F2AP, F3TO, GHAN) A basic data file has been established for each family that includes a completed application for services and supporting documentation. For all programs except GPRE, the agency verifies the eligibility and need of each family or child within 30 days of a change in "eligibility" status or "need" or at intervals not to exceed 12 months.	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** 1305.3–1305.8 1308.5	• Basic data file, including: – Current and previous applications – A completed application, including timely dates, signatures, verification of income, or self-certification of income and need – Documentation required in each contract's funding terms and conditions – Verification of eligibility and need done within 30 days of a change in eligibility or need status or at intervals not to exceed 12 months	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** • The current community assessment • **Eligibility, selection, and enrollment criteria** • Written information on the recruitment process and the recruitment area • The current waiting list of eligible children • **Income verification forms from focus children's records** • Class rosters and home visitor assignments • **The set of attendance records** • **Written enrollment procedures** • Evidence of recruitment and enrollment of children with disabilities • The policy council meeting minutes concerned with eligibility, selection, and enrollment issues

III. Opportunity (Equal Educational Access) *(Continued)*

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
III-C18 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, FAPP) Families with children enrolled in the programs are selected according to the priorities of that program.	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** 1305.3–1305.8 1308.5	• Waiting list, including the child's name, address, telephone number, determination of eligibility and needs, gross income, number in family unit, birth dates of the children, per capita income or admission rank (Form CD-2600A), date of original inquiry, date of admission or date of removal from list, if applicable • Applications of three most recently enrolled children • For GPRE: Sample of family eligibility files	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** • The current community assessment • **Eligibility, selection, and enrollment criteria** • Written information on the recruitment process and the recruitment area • **The current waiting list of eligible children** • **Income verification forms from focus children's records** • Class rosters and home visitor assignments • The set of attendance records • Written enrollment procedures • Evidence of recruitment and enrollment of children with disabilities • The policy council meeting minutes concerned with eligibility, selection, and enrollment issues
III-C19 (FCPS, FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, GHUD, FHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, GCPS) The program does not discriminate in determining which children are served. Regarding children with disabilities, as defined by the Americans with Disabilities Act (ADA), there is evidence that the program: 1. Welcomes the enrollment of such children	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** 1305.3–1305.8 1308.5	• Admissions policies, including: – Verification that children are served regardless of their race, gender, religion, disability, or ethnicity – Verification that the agency does not charge parents a categorically higher rate for children with disabilities or with other special needs • Parent handbook, including: – Verification that the handbook contains a statement of nondiscrimination toward enrollees	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** • The current community assessment • **Eligibility, selection, and enrollment criteria** • **Written information on the recruitment process and the recruitment area** • The current waiting list of eligible children • Income verification forms from focus children's records

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
III-C19 (Continued) 2. Understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children 3. Implements those accommodations		– Documentation of statements welcoming the enrollment of children with disabilities and other special needs • Files of children, including: – Evidence of how a child's disabilities might affect the child's access to the program – A description of accommodations for children with disabilities – Evidence of implementation of accommodations for children with disabilities	• Class rosters and home visitor assignments • The set of attendance records • **Written enrollment procedures** • **Evidence of recruitment and enrollment of children with disabilities** • The policy council meeting minutes concerned with eligibility, selection, and enrollment issues

IV. Staffing and Professional Growth

Compliance Items and Core Questions		Suggested Documentation	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
IV. Staffing and Professional Growth To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities **IV-C20** (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3T0, FAPP, F2AP, F3T0, FBRR) The agency has developed and implemented a staff development program.	**Core Question 7. Human Resources Standards** 1301.31, including Appendix A 1304.24(a)(2)–1304.24(a)(3) 1304.52 1306.20–1306.23 1308.4(e) 1308.4(k) 1310.16–1310.17	• Documentation of agency's program for staff development • Notes of staff development meetings • Written job descriptions • Documentation on orientation program for new staff • Environment rating scale: Focus on items listed in *CCR, 2002-2003* (ECERS, ITERS, SACERS, FDCRS)	**Core Question 7. Human Resources Standards** • **Program personnel policies** • A set of teacher files to check for the status of Child Development Associate (CDA) certification and progress toward obtaining two-year and four-year degrees • A set of staff files to check for written documentation on staff background and qualifications • **Initial employment information and performance appraisals** • The bus ride checklist • **Written documentation on professional development and training opportunities** • Any written information on staff-child ratios
IV-C21 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, GFCC, FFCC, FHUD, GHUD) Each program operating two or more sites has a qualified program director.	**Core Question 7. Human Resources Standards** 1301.31, including Appendix A 1304.24(a)(2)–1304.24(a)(3) 1304.52 1306.20–1306.23 1308.4(e) 1308.4(k) 1310.16–1310.17	• Certified personnel roster or comparable form for the name of the person indicated as program director • Personnel files, including required documentation • Evidence of meeting appropriate Child Development Permit Matrix requirements	**Core Question 7. Human Resources Standards** • **Program personnel policies** • A set of teacher files to check for the status of CDA certification and progress toward obtaining two-year and four-year degrees • **A set of staff files to check for written documentation on staff background and qualifications** • Initial employment information and performance appraisals • The bus ride checklist • Written documentation on professional development and training opportunities • Any written information on staff-child ratios

Compliance Items and Core Questions		Suggested Documentation	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
IV-C22 (FTCR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each program with more than one site has a qualified site supervisor at each site.	**Core Question 7. Human Resources Standards** 1301.31, including Appendix A 1304.24(a)(2)–1304.24(a)(3) 1304.52 1306.20–1306.23 1308.4(e) 1308.4(k) 1310.16–1310.17	• Certified personnel roster or comparable form for the names of the persons indicated as site supervisors • Personnel files, including required documentation • Evidence of meeting appropriate Child Development Permit Matrix requirements	**Core Question 7. Human Resources Standards** • **Program personnel policies** • A set of teacher files to check for the status of CDA certification and progress toward obtaining two-year and four-year degrees • **A set of staff files to check for written documentation on staff background and qualifications** • Initial employment information and performance appraisals • The bus ride checklist • Written documentation on professional development and training opportunities • Any written information on staff-child ratios
IV-C23 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each site has qualified teachers.	**Core Question 7. Human Resources Standards** 1301.31, including Appendix A 1304.24(a)(2)–1304.24(a)(3) 1304.52 1306.20–1306.23 1308.4(e) 1308.4(k) 1310.16–1310.17	• Certified personnel roster or comparable form for the names of the persons indicated as teachers • Evidence of meeting appropriate Child Development Permit Matrix requirements	**Core Question 7. Human Resources Standards** • **Program personnel policies** • A set of teacher files to check for the status of CDA certification and progress toward obtaining two-year and four-year degrees • **A set of staff files to check for written documentation on staff background and qualifications** • Initial employment information and performance appraisals • The bus ride checklist • Written documentation on professional development and training opportunities • Any written information on staff-child ratios

BEST COPY AVAILABLE

IV. Staffing and Professional Growth *(Continued)*

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
IV-C24 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The applicable staff-child ratios are met for each age group and program.[2]	**Core Question 7. Human Resources Standards** 1301.31, including Appendix A 1304.24(a)(2)–1304.24(a)(3) 1304.52 1306.20–1306.23 1308.4(e) 1308.4(k) 1310.16–1310.17	• Staff-child ratio schedule (Form CD3705)	**Core Question 7. Human Resources Standards** • Program personnel policies • A set of teacher files to check for the status of CDA certification and progress toward obtaining two-year and four-year degrees • A set of staff files to check for written documentation on staff background and qualifications • Initial employment information and performance appraisals • The bus ride checklist • Written documentation on professional development and training opportunities • **Any written information on staff-child ratios**

[2] Please note that Head Start and state-funded programs maintain different group sizes and staff-child ratio requirements. Refer to Head Start program performance standards and the *California Code of Regulations, Titles 5* and *22*.

V. Parent and Community Involvement

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
V. Parent and Community Involvement To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships **V-C25** (FCPS, FCTR, FFCC, GCPS, GCAM, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, FBRR) The agency has implemented a process for reaching out to the community, informing the community about the program and soliciting its support.	**Core Question 15. Community Partnerships Standards** 1304.23(b)(4) 1304.24(a)(3)(iv) 1304.40(e)(4) 1304.41 1308.4(l)(1)–1308.4(l)(7) 1310.23	• Policies and procedures manual • Evidence that the agency has identified a staff member responsible for this task • Evidence to verify that the agency informs the community by using newsletters, new releases, flyers, mailing lists, and speaking engagements • Evidence to verify that community resources are being used with the services of volunteers, donations are acknowledged, and so on	**Core Question 15. Community Partnerships Standards** • Interagency agreements • Community resource guide to determine if the program addresses families' comprehensive needs • **The program's plan for community involvement, planning, assessment, and advocacy for all families; services for children with disabilities; and activities to facilitate transition**
V-C26 (FCPS, GCPS, F2AP, F3TO, FAPP, G2AP, G3TO, GAPP) The agency has written information describing its program's eligibility for services and distributes information to keep the community aware of its program.	**Core Question 3. Communication Standards** 1304.20(c)(1) 1304.22(a)(4) 1304.22(b)(3) 1304.41(a)(1) 1304.51(b)–1304.51(f) 1308.4(l)	• Written material that supports information regarding program availability • Evidence that the contractor provides parent(s) with the following information upon enrollment in the program: – Agency's written policy statement – Program rules and regulations – Information regarding confidentiality – Information regarding legal and financial reporting requirements if the parent selects in-home care and payment is made to the parent as the employer of the in-home provider	**Core Question 3. Communication Standards** • Examples of written communication among staff, such as minutes of meetings, reports, and memos • Policies and procedures pertaining to communication • **Examples of written communication between the program and families, the program and its governing body and policy groups, and the program and child care and community partners** • Examples of minutes of governing body and policy group meetings

V. Parent and Community Involvement *(Continued)*

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
V-C27 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) There is a plan for parent involvement and education.	**Core Question 13. Family Partnership Building Standards** 1304.20(e) 1304.21(a)(2) 1304.23(b)(4) 1304.40 1304.50(a)(1) 1306.30(b) 1308.19(j) 1308.21 **Core Question 14. Parent Involvement Standards** 1304.20(e)(4) 1304.23(d) 1304.24(a)(1) 1304.40(b)–1304.40(h) 1304.50 1308.19(j) 1308.21	• Agency's plan for parental involvement and education with evidence that the plan is appropriate and includes: – An open door policy that encourages parents to participate in the daily activities whenever possible – An orientation for parents that discloses the program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures – Two scheduled parent-teacher conferences held annually to discuss the child's progress – Program activities and services that meet the cultural, linguistic, and other special needs of children and families being served • Documentation on scheduled meetings, events, topics, and speakers; information shared; materials used; list of participants; and minutes of meetings	**Core Question 13. Family Partnership Building Standards** • Conversations or anecdotal notes • Any evidence of family goals and progress in meeting them, such as family portfolios • Information on pre-existing plans with other agencies, when applicable • Interagency agreements or MOUs • **The program's written plan for family and community partnerships** **Core Question 14. Parent Involvement Standards** • **Documentation of home visits and parent/teacher conferences** • **Records of parent involvement activities** • **Documentation of parent participation in parent committee and policy groups** • **Staff or parent training records** • **The program's plan for parent involvement**
V-C28 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program ensures that effective two-way comprehensive communication between staff and parents is carried out regularly throughout the program year.	**Core Question 3. Communication Standards** 1304.20(c)(1) 1304.22(a)(4) 1304.22(b)(3) 1304.41(a)(1) 1304.51(b)–1304.51(f) 1308.4(l)	• Environment rating scale—subscale related to parent involvement: ECERS–Personal care routine and parents and staff ITERS–Adult needs	**Core Question 3. Communication Standards** • Examples of written communication among staff, such as minutes of meetings, reports, and memos • **Policies and procedures pertaining to communication**

Compliance Items and Core Questions		Suggested Documentation	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
V-C28 (Continued)	**Core Question 13. Family Partnership Building Standards** 1304.20(e) 1304.21(a)(2) 1304.23(b)(4) 1304.40 1304.50(a)(1) 1306.30(b) 1308.19(j) 1308.21 **Core Question 14. Parent Involvement Standards** 1304.20(e)(4) 1304.23(d) 1304.24(a)(1) 1304.40(b)–1304.40(h) 1304.50 1308.19(j) 1308.21	SACERS–Health and safety and interactions FDCRS–Basic care, adult needs, and provisions for exceptional children	• **Examples of written communication between the program and families,** the program and its governing body and policy groups, and the program and child care and community partners • Examples of minutes of governing body and policy group meetings **Core Question 13. Family Partnership Building Standards** • Conversation or anecdotal notes • Any evidence describing family goals and progress in meeting them, such as family portfolios • Information on pre-existing plans with other agencies, when applicable • Interagency agreements or MOUs • **The program's written plan for family and community partnerships** **Core Question 14. Parent Involvement Standards** • **Documentation of home visits and parent-teacher conferences** • Records of parent involvement activities • Documentation of parent participation in parent committee and policy groups • Staff or parent training records • The program's plan for parent involvement

V. Parent and Community Involvement *(Continued)*

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
V-C29 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) A parent advisory committee or council, selected by parents, has been established.	**Core Question 1. Program Governance Standards** 1304.50 1304.52(k) **Core Question 14. Parent Involvement Standards** 1304.20(e)(4) 1304.23(d) 1304.24(a)(1) 1304.40(b)–1304.40(h) 1304.50 1308.19(j) 1308.21	• Agency's plan for establishment of a parent advisory committee or council • Documentation of schedule of meetings, minutes of meetings, list of committee or council members, or issues brought to the committee, including evidence that a parent advisory committee advises the contractor on issues related to services to families and children	**Core Question 1. Program Governance Standards** • **Policies and procedures pertaining to governance** • Written definitions of roles and responsibilities of governing body members • Evidence of training • Governing body and policy council by-laws • **Selection of minutes of governing body, policy council, policy committee, and parent committee meetings** • Grantee and delegate agency agreements, if applicable **Core Question 14. Parent Involvement Standards** • Documentation of home visits and parent/teacher conferences • Records of parent involvement activities • **Documentation of parent participation in parent committee and policy groups** • Staff or parent training records • The program's plan for parent involvement
V-C30 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Families' health and social service needs have been identified and documented. Referrals and follow-up on referrals are made when necessary.	**Core Question 9a. Prevention and Early Intervention Standards** 1304.20 1304.21(c)(1)(iii) 1304.22–1304.24 1304.40(c)(1)(i)–(iii)	• Sample of children's files with health and service needs identified • Documentation on health and social services referrals, including referrals to Healthy Kids or Medi-Cal insurance programs	**Core Question 9a. Prevention and Early Intervention Standards** • **Focus children's files for results from developmental and health screenings** • **Health records**

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
V-C30 (Continued) 1304.40(c)(2) 1304.40(f) 1304.41(a)(2) 1304.41(b) 1304.53(a)(6) 1304.53(a)(8) 1304.53(a)(10)(i)– 1304.53(a)(10)(iii) 1304.53(a)(10)(v)–1304.53(a)(10)(xvii) 1306.30(c) 1306.33(c)(3) 1308.6 1308.20 1310.21 **Core Question 9b. Health Care Tracking and Follow-up Standards** 1304.20(c)–1304.20(f) 1304.41(a)(1) 1304.51(g) 1308.18 **Core Question 13. Family Partnership Building Standards** 1304.20(e) 1304.21(a)(2) 1304.23(b)(4) 1304.40 1304.50(a)(1) 1306.30(b) 1308.19(j) 1308.21	• Documentation of follow-up procedures with parents to ensure that the needs have been addressed **For Migrant Child Care (GMIG)** • Documentation to determine the type of specialized services provided • Documentation of staff development activities to verify that training is related to the special needs of migrant children • Documentation of activity plans for enrichment activities that specifically address the special needs of migrant children	• Health- and safety-related policies and procedures • Results from environmental tests, if applicable • Menus • Plans for health and safety activities • The bus ride checklist • Health services advisory committee meeting minutes • The program's plan for early childhood development and health services • The health and safety checklist **Core Question 9b. Health Care Tracking and Follow-up Standards** • **Health tracking system and its relationship to the grantee's record-keeping and reporting system (Core Question 4)** **Core Question 13. Family Partnership Building Standards** • **Information on how families are connected to community resources** • Conversation or anecdotal notes • Any evidence describing family goals and progress in meeting them, such as family portfolios • Information on pre-existing plans with other agencies, when applicable • Interagency agreements or MOUs • The program's written plan for family and community partnerships • **Information on how families are connected to community resources (listed in PRISM's "Interview" section)**

V. Parent and Community Involvement *(Continued)*

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
V-C31 (FCPS, FCTR, FFCC, FAPP, F2AP, F3TO, FHUD) The agency allows parents unlimited access to their children and to providers caring for their children during normal hours of provider operation and whenever the children are in the care of the provider.	**Core Question 14. Parent Involvement Standards** 1304.20(e)(4) 1304.23(d) 1304.24(a)(1) 1304.40(b)–1304.40(h) 1304.50 1308.19(j) 1308.21	• Agency's written policy regarding parents' unlimited access to their children • Agency's established procedure regarding parents' unlimited access to their children • Parent handbook, parent handouts, admissions policy, or parent bulletin board has a board-approved policy to allow parents unlimited access to their children while they are in the agency's care	**Core Question 14. Parent Involvement Standards** • Documentation of home visits and parent/teacher conferences • Records of parent involvement activities • Documentation of parent participation in parent committee and policy groups • Staff or parent training records • **The program's plan for parent involvement**

VI. Governance and Administration

Compliance Items and Core Questions		*Suggested Documentation*	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
VI. Governance and Administration To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters **VI-C32** (FCPS, FCTR, FFCC, GAPP, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, F2AP, FAPP, G2AP, F3TO, G3TO, GHUD, FHUD) The agency has informed all applicants for service of the right to appeal any adverse action.	**Core Question 1. Program Governance Standards** 1304.50 1304.52(k)	• Notices of Action in enrollment files, including evidence that the Notice of Action or comparable form with appeal rights was given or mailed to parents within 30 days of the date the parent signed the initial application for services or when a change in service level, family status, or fees has occurred.	**Core Question 1. Program Governance Standards** • Policies and procedures pertaining to governance • Written definitions of roles and responsibilities of governing body members • Evidence of training • Governing body and policy council bylaws • Selection of minutes of governing body, policy council, policy committee, and parent committee meetings • Grantee and delegate agency agreements, if applicable
VI-C33 (FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO) The program refrains from religious instruction or worship.	Head Start is a federally funded program. Federal funds cannot be used to advance or endorse religion.	• Parent handouts • Parent handbook • Admission policies • Posted information • Written statement that the agency refrains from religious practices	Head Start is a federally funded program. Federal funds cannot be used to advance or endorse religion.
VI-C34 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, GHUD, FHUD) Each site has a current license issued by the authorized licensing agency unless the site is exempt from licensing.	See Performance Standard 1304.53(a)(6): Facilities owned or operated by Early Head Start and Head Start grantee or delegate agencies must meet the licensing requirements of 45 *CFR* 1306.30.	• Documentation on licenses, exemption letter used by the Department of Social Services, Community Care Licensing Division (CSS, CCL), or evidence that the site is exempt	• Follow California licensing regulations.
VI-C35 – VI-C47 *Not applicable to center-based or family child care programs*			

VI. Governance and Administration *(Continued)*

Compliance Items and Core Questions		***Suggested Documentation***	
Coordinated compliance review key dimensions and compliance items (1)	*Related Head Start PRISM core questions and performance standards (2)*	*Coordinated compliance review suggested documentation (3)*	*Related Head Start PRISM core questions and suggested documentation (4)*
VI-C48 (FCTR, FFCC, FHUD, GCAM, GCTR, GFCC, GHAN, GHUD, GLTK, GMIG, GPRE, GWAP) The agency has established an attendance reporting process that allows it to accurately track and report when children are present or when there are excused and unexcused absences.	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** 1305.3–1305.8 1308.5	• Sample of family files with children's sign-in and sign-out documents and the Enrollment and Attendance Register (Form CD9400) or comparable agency-adopted form, including: – Verification that attendance for the child reflects the certified parental need for services – Verification that attendance/absence of the child is accurately reported on the enrollment and attendance register – Verification that the attendance register has recorded excused and unexcused absences according to board-adopted policies – Verification that the agency has limited the number of "best interest" excused absences to a maximum of ten days per child per fiscal year • Documentation for excused absences	**Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards** • The current community assessment • Eligibility, selection, and enrollment criteria • Written information on the recruitment process and the recruitment area • The current waiting list of eligible children • Income verification forms from focus children's records • **Class rosters and home visitor assignments** • ***The set of attendance records*** • **Written enrollment procedures** • Evidence of recruitment and enrollment of children with disabilities • The policy council meeting minutes concerned with eligibility, selection, and enrollment issues

Appendix

Text References for Performance Standards Related to Each Core Question

The Head Start performance standards are drawn from the following sections of the *Code of Federal Regulations* (*CFR*):

Core Question 1. Program Governance Standards

- **1304.50.** Operation of Head Start Programs by Grantees and Delegate Agencies; Program Governance, including Appendix A, "Governance and Management Responsibilities"
- **1304.52(k).** Operation of Head Start Programs by Grantees and Delegate Agencies; Human Resources Management; Training and Development

Core Question 2. Planning Standards

- **1304.51(a).** Operation of Head Start Programs by Grantees and Delegate Agencies; Management Systems and Procedures; Program Planning
- **1305.3.** Eligibility, Recruitment, Selection, Enrollment, and Attendance in Head Start; Determining Community Strengths and Needs
- **1306.30(a).** Head Start Staffing Requirements and Program Options; Provisions of Comprehensive Child Development Services: All Head Start grantees must provide comprehensive child development services, as defined in the Head Start performance standards.
- **1306.30(d).** Head Start Staffing Requirements and Program Options; Provisions of Comprehensive Child Development Services: All grantees must identify, secure and use community resources in the provision of services to Head Start children and their families prior to using Head Start funds for these services.
- **1306.31–1306.36.** Head Start Staffing Requirements and Program Options; Choosing a Head Start Program Option; Center-Based Program Option; Home-Based Program Option; Combination Program Option; Additional Head Start Program Option Variations; Compliance Waiver
- **1308.4.** Services for Children with Disabilities; Purpose and Scope of Disabilities Service Plan

Core Question 3. Communication Standards

- **1304.20(c)(1).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Extended Follow-up and Treatment: Grantee and delegate agencies must establish a system of ongoing communication with the parents of children with identified health needs to facilitate the implementation of the follow-up plan.
- **1304.22(a)(4).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health Safety; Health Emergency Procedures; Methods of Notifying Parents in the Event of an Emergency Involving Their Child
- **1304.22(b)(3).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Safety; Conditions of Short-Term Exclusion and Admittance: Grantee and delegate agencies must request that parents inform them of any health or safety needs of the child that the program may be required to address. Programs must share information, as necessary, with appropriate staff regarding accommodations needed in accordance with the program's confidentiality policy.
- **1304.41(a)(1).** Operation of Head Start Programs by Grantees and Delegate Agencies; Community Partnerships; Partnerships: Grantee and delegate agencies must take an active role in community planning to encourage strong communication, cooperation, and the sharing of

information among agencies and their community partners and to improve the delivery of community services to children and families in accordance with the agency's confidentiality policies. Documentation must be maintained to reflect the level of efforts undertaken to establish community partnerships (see 45 *CFR* 1304.51 for additional planning requirements).

- **1304.51(b)–1304.51(f).** Operation of Head Start Programs by Grantees and Delegate Agencies; Management Systems and Procedures; Communication—General; Communication with Families; Communication with Governing Bodies and Policy Groups; Communication Among Staff; Communication with Delegate Agencies
- **1308.4(l).** Services for Children with Disabilities; Purpose and Scope of Disabilities Service Plan: The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEAs and other agencies within the grantee's service area. If no agreement can be reached, the grantee must document its efforts and inform the regional office.

Core Question 4. Recordkeeping and Reporting Standards

- **1301.30.** Head Start Grants Administration; General Requirements
- **1304.20(e)(5).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Involving Parents: If a parent or other legally responsible adult refuses to give authorization for health services, grantee and delegate agencies must maintain written documentation of the refusal.
- **1304.22(c)(3)–1304.22(c)(5).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Safety; Medication Administration: Posted emergency evacuation routes and other safety procedures for emergencies; methods of notifying parents in the event of an emergency involving their child; established methods for handling cases of suspected or known child abuse and neglect that are in compliance with applicable federal, state, or tribal laws
- **1304.51(g)–1304.51(h).** Operation of Head Start Programs by Grantees and Delegate Agencies; Recordkeeping Systems; Reporting Systems
- **1304.52(k)(3)(i).** Operation of Head Start Programs by Grantees and Delegate Agencies; Training and Development: At a minimum, this system must include ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content of the Head Start program performance standards. This program must also include: Methods for identifying and reporting child abuse and neglect that comply with applicable state and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers.
- **1308.4(l).** Services for Children with Disabilities; Purpose and Scope of Disabilities Service Plan: The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEAs and other agencies within the grantee's service area. If no agreement can be reached, the grantee must document its efforts and inform the regional office.
- **1308.6(e)(4).** Services for Children with Disabilities; Assessment of Children: The disabilities coordinator must arrange for further, formal, evaluation of a child who has been identified as possibly having a disability, the third step. Confidentiality must be maintained in accordance with grantee and state requirements. Parents must be given the opportunity to review their child's records in a timely manner and they must be notified and give permission if additional evaluations are proposed. Grantees must explain the purpose and results of the evaluation and make concerted efforts to help the parents understand them.

Core Question 5. Ongoing Monitoring Standards

- **74.51.** Monitoring and Reporting Program Performance
- **1304.51(i)(2)–1304.51(i)(3).** Operation of Head Start Programs by Grantees and Delegate Agencies; Management Systems and Procedures; Program Self-Assessment and Monitoring: Grantees must establish and implement procedures for the ongoing monitoring of their own

Early Head Start and Head Start operations, as well as those of each of their delegate agencies, to ensure that these operations effectively implement federal regulations. Grantees must inform delegate agency governing bodies of any deficiencies in delegate agency operation identified in the monitoring review and must help them develop plans, including timetables, for addressing identified problems.

- **1308.4(d).** Services for Children with Disabilities; Purpose and Scope of Disabilities Service Plan: The Head Start grantee and delegate agency must use the disabilities service plan as a working document which guides all aspects of the agency's effort to serve children with disabilities. This plan must take into account the needs of the children for small-group activities, for modifications of large-group activities, and for any individual special help.

Core Question 6. Self-Assessment Standards

- **1304.51(i)(1)–1304.51(i)(3).** Operation of Head Start Programs by Grantees and Delegate Agencies; Management Systems and Procedures; Program Self-Assessment and Monitoring: At least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee and delegate agencies must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing federal regulations. Grantees must establish and implement procedures for the ongoing monitoring of their own Early Head Start and Head Start operation, as well as those of each of their delegate agencies, to ensure that these operations effectively implement federal regulations. Grantees must inform delegate agency governing bodies of any deficiencies in delegate agency operations identified in the monitoring review and must help them develop plans, including timetables, for addressing identified problems.

Core Question 7. Human Resources Standards

- **1301.31, including Appendix A.** Identification and Reporting of Child Abuse and Neglect Head Start Grants Administration; Personnel Policies
- **1304.24(a)(2)–1304.24(a)(3).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Mental Health Services; Mental Health Services: Grantee and delegate agencies must secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification of an intervention in family and staff concerns about a child's mental health. Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents.
- **1304.52.** Operation of Head Start Programs by Grantees and Delegate Agencies; Human Resources Management
- **1306.20–1306.23.** Head Start Staffing Requirements and Program Options; Program Staffing Patterns; Staff Qualification Requirements; Volunteers; Training
- **1308.4(e).** Services for Children with Disabilities; Purpose and Scope of Disabilities Service Plan: The grantee or delegate agency must designate a coordinator of services for children with disabilities (disabilities coordinator) and arrange for preparation of the disabilities service plan and of the grantee application budget line items for services for children with disabilities. The grantee or delegate must ensure that all relevant coordinators, other staff, and parents are consulted.
- **1308.4(k).** Services for Children with Disabilities; Purpose and Scope of Disabilities Service Plan: The grantee must ensure that the disabilities service plan addresses grantee efforts to meet state standards for personnel serving children with disabilities by the 1994-95 program year. Special education and related services must be provided by or under the supervision of personnel meeting state qualifications by the 1994-95 program year.
- **1310.16–1310.17.** Head Start Transportation; Driver Qualifications; Driver and Bus Monitor Training

BEST COPY AVAILABLE

Core Question 8. Fiscal Management Standards

- **74, Subpart C.** Uniform Administrative Requirements for Awards and Subawards to Institutions; Post-Award Requirements
- **92.** Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments
- **1301.10–1301.13 (Subpart B).** Head Start Grants Administration; General Requirements; General; Insurance and Bonding; Annual Audit of Head Start Programs; Accounting System Certification
- **1301.20–1301.21 (Subpart C).** Head Start Grants Administration; Federal Financial Assistance; Matching Requirements; Criteria for Increase in Federal Financial Assistance
- **1301.32–1301.33.** Head Start Grants Administration; Limitations on Costs of Development and Administration of Head Start Program; Delegation of Program Operations
- **1304.20(c)(5).** Program Performance Standards for Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Extended Follow-up and Treatment: Early Head Start and Head Start funds may be used for professional medical and dental services when no other source of funding is available. When Early Head Start or Head Start funds are used for such services, grantee and delegate agencies must have written documentation of their efforts to access other available sources of funding.
- **1304.23(b)(1)(i).** Program Performance Standards for Operation of Head Start Programs by Grantees and Delegate Agencies; Child Nutrition; Nutritional Services: Grantee and delegate agencies must design and implement a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with disabilities. In addition, the nutrition program must serve a variety of foods which consider cultural and ethnic preferences and which broaden the child's food experience. All Early Head Start and Head Start grantee and delegate agencies must use funds from USDA Food and Consumer Services Child Nutrition Programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by the USDA.
- **1304.50(f).** Program Performance Standards for Operation of Head Start Programs by Grantees and Delegate Agencies; Program Governance; Policy Council, Policy Committee, and Parent Committee Reimbursement
- **1304.50(g)(2).** Program Performance Standards for Operation of Head Start Programs by Grantees and Delegate Agencies; Program Governance; Governing Body Responsibilities: Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to safeguard federal funds in accordance with 45 *CFR* 1301.13.
- **1304.51(h)(1)–1304.51(h)(2).** Program Performance Standards for Operation of Head Start Programs by Grantees and Delegate Agencies; Management Systems and Procedures; Reporting Systems: Grantee and delegate agencies must establish and maintain efficient and effective reporting systems that generate periodic reports of financial status and program operation in order to control program quality, maintain program accountability, and advise governing bodies, policy groups, and staff of program progress; and generate official reports for federal, state, and local authorities, as required by applicable law.
- **1304.52(d)(8).** Program Performance Standards for Operation of Head Start Programs by Grantees and Delegate Agencies; Human Resources Management; Qualifications of Content Area Experts: Grantee and delegate agencies must hire staff or consultants who meet the qualifications listed below to provide content area expertise and oversight on an ongoing or regularly scheduled basis. Agencies must determine the appropriate staffing pattern necessary to provide these functions. Grantee and delegate agencies must secure the regularly scheduled or ongoing services of a qualified fiscal officer.

Note: Core Question 8, Fiscal Management Standards, is not fully addressed in the *Side-by-Side Comparison* because no direct comparisons can be made to the CCR instrument, which does not specifically include this program area. However, Core Question 8 corresponds to a requirement that is included in the CDD Funding Terms and Conditions pertaining to the annual fiscal audit that all programs must submit.

- **1305.9.** Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start; Policy on Fees
- **1308.4(m)–1308.4(o).** Head Start Program Performance Standards on Services of Children with Disabilities; Purpose and Scope of Disabilities Service Plan: The disabilities coordinator must work with the director in planning and budgeting of grantee funds to ensure that the special needs identified in the IEP are fully met; that children most in need of an integrated placement and of special assistance are served; and that the grantee maintains the level of fiscal support to children with disabilities consistent with the congressional mandate to meet their special needs. The grant application budget form and supplement submitted with applications of funding must reflect requests for adequate resources to implement the objectives and activities in the disability services plan and fulfill the requirements of these performance standards. The budget request included with the application for funding must address the implementation of the disabilities service plan.
- **1310.23(b).** Head Start Transportation; Coordinated Transportation: At a minimum an agency must (1) identify the true costs of providing transportation in order to knowledgeably compare the costs of providing transportation directly compared with contracting for the service; (2) explore the option of participating in any coordinated public or private transportation systems existing in the community; and (3) make every effort to identify other human services agencies also providing transportation services when no coordinated public or private nonprofit transportation system exists in the community and, where reasonable, participate in the establishment of a local transportation coordinating council.

Core Question 9a. **Prevention and Early Intervention Standards**

- **1304.20.** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services
- **1304.21(c)(1)(iii).** Operation of Head Start Programs by Grantees and Delegate Agencies; Education and Early Childhood Development; Child Development and Education Approach for Preschoolers: Grantee and delegate agencies, in collaboration with parents must implement a curriculum (see 45 *CFR* 1304.3[a][5]) that integrates all educational aspects of the health, nutrition, and mental health services into program activities.
- **1304.22–1304.24.** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Safety; Child Nutrition; Child Mental Health
- **1304.40(c)(1)(i)–(iii).** Operation of Head Start Programs by Grantees and Delegate Agencies; Family Partnerships; Services to Pregnant Women Who are Enrolled in Programs Serving Pregnant Women, Infants, and Toddlers: Early Head Start grantee and delegate agencies must help pregnant women to gain access to comprehensive prenatal and postpartum care, through referrals, immediately after enrollment in the program. This care must include early and continuing risk assessments, which include an assessment of nutritional status as well as nutrition counseling and food assistance, if necessary; health promotion and treatment, including medical and dental examinations on a schedule deemed appropriate by the attending health care providers as early in the pregnancy as possible; mental health interventions and follow-up, including substance abuse prevention and treatment services as needed.
- **1304.40(c)(2).** Operation of Head Start Programs by Grantees and Delegate Agencies; Family Partnerships; Services to Pregnant Women Who are Enrolled in Programs Serving Pregnant Women, Infants, and Toddlers: Grantee and delegate agencies must provide pregnant women and other family members, as appropriate, with prenatal education on fetal development (including risks from smoking and alcohol), labor and delivery, and post-partum recovery (including maternal depression).
- **1304.40(f).** Operation of Head Start Programs by Grantees and Delegate Agencies; Family Partnerships; Parent Involvement in Health, Nutrition, and Mental Health Education
- **1304.41(a)(2).** Operation of Head Start Programs by Grantees and Delegate Agencies; Community Partnerships; Partnerships: Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their

BEST COPY AVAILABLE

needs and to ensure that Early Head Start and Head Start programs respond to community needs.

- **1304.41(b).** Operation of Head Start Programs by Grantees and Delegate Agencies; Community Partnerships; Advisory Committees
- **1304.53(a)(6).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Physical Environment and Facilities: Facilities owned or operated by Early Head Start and Head Start grantee or delegate agencies must meet the licensing requirements of 45 *CFR* 1306.30.
- **1304.53(a)(8).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment: Grantee and delegate agencies must provide a center-based environment free of toxins, such as cigarette smoke, lead, pesticides, herbicides, and other air pollutants as well as soil and water contaminants. Agencies must ensure that no child is present during the spraying of pesticides or herbicides. Children must not return to the affected area until it is safe to do so.
- **1304.53(a)(10)(i)–1304.53(a)(10)(iii).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Physical Environment and Facilities: Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety, and developmental needs of children. At a minimum, agencies must ensure that in climates where such systems are necessary, there is a safe and effective heating and cooling system that is insulated to protect children and staff from potential burns. No highly flammable furnishings, decorations, or materials that emit highly toxic fumes when burned are used. Flammable and other dangerous materials and potential poisons are stored in locked cabinets or storage facilities separate from stored medications and food and are accessible only to authorized persons. All medications, including those required for staff and volunteers, are labeled, stored under lock and key, refrigerated if necessary, and kept out of the reach of children.
- **1304.53(a)(10)(v)–1304.53(a)(10)(xvii).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Physical Environment and Facilities: Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety, and developmental needs of children. At a minimum, agencies must ensure that approved, working fire extinguishers are readily available; an appropriate number of smoke detectors are installed and tested regularly; exits are clearly visible and evacuation routes are clearly marked and posted so that the path to safety outside is unmistakable (see 45 *CFR* 1304.22 for additional emergency procedures); indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions; paint coatings on both interior and exterior premises used for the care of children do not contain hazardous quantities of lead; the selection, layout, and maintenance of playground equipment and surfaces minimize the possibility of injury to children; electrical outlets accessible to children prevent shock through the use of child-resistant covers, the installation of child-protection outlets, or the use of safety plugs; windows and glass doors are constructed, adapted, or adjusted to prevent injury to children; only sources of water approved by the local or state health authority are used; toilets and handwashing facilities are adequate, clean, in good repair, and easily reached by children; toileting and diapering areas must be separated from areas used for cooking, eating, or children's activities; toilet training equipment is provided for children being toilet trained; all sewage and liquid waste is disposed of through a locally approved sewer system, and garbage and trash are stored in a safe and sanitary manner; adequate provisions are made for children with disabilities to ensure their safety, comfort, and participation.
- **1306.30(c).** Head Start Staffing Requirements and Program Options; Provisions of Comprehensive Child Development Services: The facilities used by Early Head Start and Head Start grantee and delegate agencies for regularly scheduled center-based and combination program option classroom activities must comply with state and local requirements concerning

licensing. In cases where these licensing standards are less comprehensive or less stringent than the Head Start regulations, grantee and delegate agencies are required to ensure that their facilities are in compliance with the Head Start program performance standards related to health and safety as found in 45 *CFR* 1304.53(a), Physical Environment and Facilities.

- **1306.33(c)(3).** Head Start Staffing Requirements and Program Options; Home-Based Program Option: Group socialization activities must be focused on both the children and parents. They may not be conducted by the home visitor with baby-sitters or other temporary caregivers. Grantees must follow the nutrition requirements specified in 45 *CFR* 1304.23(b)(2) and provide appropriate snacks and meals to the children during group socialization activities.
- **1308.6.** Services for Children with Disabilities; Assessment of Children
- **1308.20.** Services for Children with Disabilities; Nutrition Services
- **1310.21.** Head Start Transportation; Safety Education

Core Question 9b. **Health Care Tracking and Follow-up Standards**

- **1304.20(c)–1304.20(f).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Extended Follow-up and Treatment; Ongoing Care; Involving Parents; Individualization of the Program
- **1304.41(a)(1).** Operation of Head Start Programs by Grantees and Delegate Agencies; Community Partnerships; Partnerships: Grantee and delegate agencies must take an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners and to improve the delivery of community services to children and families in accordance with the agency's confidentiality policies. Documentation must be maintained to reflect the level of effort undertaken to establish community partnerships (see 45 *CFR* 1304.51 for additional planning requirements).
- **1304.51(g).** Operation of Head Start Programs by Grantees and Delegate Agencies; Management Systems and Procedures; Recordkeeping Systems
- **1308.18.** Services for Children with Disabilities; Disabilities/Health Services Coordination

Core Question 10. **Individualization Standards**

- **1304.20(d).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Ongoing Care
- **1304.20(f).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Individualization of the Program
- **1304.21(a).** Operation of Head Start Programs by Grantees and Delegate Agencies; Education and Early Childhood Development; Child Development and Education Approach for All Children
- **1304.21(c)(1)(i).** Operation of Head Start Programs by Grantees and Delegate Agencies; Education and Early Childhood Development; Child Development and Education for Preschoolers; Child Development and Education Approach for Preschoolers: Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 *CFR* 1304.3[a][5]) that supports each child's individual pattern of development and learning.
- **1304.23(b)(1).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Nutrition; Nutritional Services: Grantee and delegate agencies must design and implement a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with disabilities. Also, the nutrition program must serve a variety of foods which consider cultural and ethnic preferences and which broaden the child's food experience.
- **1304.40(a)(2).** Operation of Head Start Programs by Grantees and Delegate Agencies; Family Partnerships; Family Goal Setting: As part of these ongoing partnerships, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables, and strategies for achieving these goals as well as progress in achieving them. In home-based program

options, this agreement must include the information noted above as well as the specific roles of parents in home visits and group socialization activities (see 45 *CFR* 1306.33[b]).

- **1308.19.** Services for Children with Disabilities; Developing Individualized Education Programs (IEPs)

Core Question 11. Disabilities Services Standards

- **1304.20(c)(4).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Extended Follow-up and Treatment: Grantee and delegate agencies must assist with the provision of related services addressing health concerns in accordance with the individualized education program (IEP) and the individualized family service plan (IFSP).
- **1304.20(f).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Individualization of the Program
- **1304.21(a)(1)(ii).** Operation of Head Start Programs by Grantees and Delegate Agencies; Education and Early Childhood Development; Child Development and Education Approach for All Children: In order to help children gain the social competence, skills, and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must be inclusive of children with disabilities, consistent with their individualized family service plan (IFSP) or individualized education program (IEP) (see 45 *CFR* 1308.19).
- **1304.23(a)(2).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Nutrition; Identification of Nutritional Needs: Information about family eating patterns, including cultural preferences, special dietary requirements for each child with nutrition-related health problems, and the feeding requirements of infant and toddlers and each child with disabilities (see 45 *CFR* 1308.20).
- **1304.24(a)(3)(iii).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Mental Health: Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to assist in providing special help for children with atypical behavior or development.
- **1304.41(a)(4).** Operation of Head Start Programs by Grantees and Delegate Agencies; Community Partnerships: To enable the effective participation of children with disabilities and their families, grantee and delegate agencies must make specific efforts to develop interagency agreements with local educational agencies (LEAs) and other agencies within the grantee and delegate agency's service area (see 45 *CFR* 1308.4[h] for specific requirements concerning interagency agreements).
- **1304.53(a)(10)(xvii).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment: Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety, and developmental needs of children. At a minimum, agencies must ensure that adequate provisions are made for children with disabilities to ensure their safety, comfort, and participation.
- **1304.53(b)(1)(iii).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Equipment, Toys, Materials, and Furniture: Age-appropriate, safe, and supportive of the abilities and developmental level of each child served, with adaptations, if necessary, for children with disabilities.
- **1308.** Services for Children with Disabilities
- **1310.22(b).** Head Start Transportation; Children with Disabilities: Each Head Start, Early Head Start and delegate agency must ensure compliance with the Americans with Disabilities Act (42 *United States Code* [*USC*] 12101 et seq.), the Health and Human Services (HHS) regulations at 45 *CFR* 84, implementing Section 504 of the Rehabilitation Act of 1973 (29 *USC* 794), and the Head Start program performance standards on Services for Children with Disabilities (45 *CFR* 1308) as they apply to transportation services.

Core Question 12. Curriculum and Assessment Standards

- **1304.3(a)(5).** Operation of Head Start Programs by Grantees and Delegate Agencies; Definitions: As used in this part, *curriculum* means a written plan.
- **1304.21.** Operation of Head Start Programs by Grantees and Delegate Agencies; Education and Early Childhood Development
- **1304.23(b)–1304.23(c).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Nutrition; Nutritional Services; Meal Service
- **1304.40(e)–1304.40(f).** Operation of Head Start Programs by Grantees and Delegate Agencies; Family Partnerships; Parent Involvement in Child Development and Education; Parent Involvement in Health, Nutrition, and Mental Health Education
- **1306.30(b).** Staffing Requirement and Program Options; Provisions of Comprehensive Child Development Services: All Head Start grantees must provide classroom or group socialization activities for the child as well as home visits to the parents. The major purpose of the classroom or socialization activities is to help meet the child's development needs and to foster the child's social competence. The major purpose of the home visits is to enhance the parental role in the growth and development of the child.
- **1308.4(c).** Services for Children with Disabilities; Purpose and Scope of Disabilities Service Plan: The plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Head Start children and provisions for any modification necessary to meet the special needs of the children with disabilities.
- **1310.21.** Head Start Transportation; Safety Education

Core Question 13. Family Partnership Building Standards

- **1304.20(e).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Involving Parents
- **1304.21(a)(2).** Operation of Head Start Programs by Grantees and Delegate Agencies; Education and Early Childhood Development; Child Development and Education Approach for All Children
- **1304.23(b)(4).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Nutrition; Nutritional Services: Parents and appropriate community agencies must be involved in planning, implementing, and evaluating the agencies' nutritional services.
- **1304.40.** Operation of Head Start Programs by Grantees and Delegate Agencies; Family Partnerships
- **1304.50(a)(1).** Operation of Head Start Programs by Grantees and Delegate Agencies; Program Governance; Policy Council, Policy Committee, and Parent Committee Structure: Grantee and delegate agencies must establish and maintain a formal structure of shared governance through which parents can participate in policymaking or in other decisions about the program.
- **1306.30(b).** Staffing Requirements and Program Option; Provisions of Comprehensive Child Development Services: All Head Start grantees must provide classroom or group socialization activities for the child as well as home visits to the parents. The major purpose of the classroom or socialization activities is to help meet the child's development needs and to foster the child's social competence. The major purpose of the home visits is to enhance the parental role in the growth and development of the child.
- **1308.19(j).** Services for Children with Disabilities; Developing Individualized Education Programs (IEPs): Grantees and their delegates must make vigorous efforts to involve parents in the IEP process.
- **1308.21.** Services for Children with Disabilities; Parent Participation and Transition of Children into Head Start and from Head Start to Public School

Core Question 14. Parent Involvement Standards

- **1304.20(e)(4).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Health and Developmental Services; Involving Parents: Assist parents in accordance with

BEST COPY AVAILABLE

45 *CFR* 1304.40(f)(2)(i) and (ii) to enroll and participate in a system of ongoing family health care and encourage parents to be active partners in their children's health care process.

- **1304.23(d).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Nutrition; Family Assistance with Nutrition
- **1304.24(a)(1).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Mental Health Services: Grantee and delegate agencies must work collaboratively with parents (see 45 *CFR* 1304.40[f] for issues related to parent education.
- **1304.40(b)–1304.40(h).** Operation of Head Start Programs by Grantees and Delegate Agencies; Family Partnerships; Accessing Community Services and Resources; Services to Pregnant Women Who are Enrolled in Programs Serving Pregnant Women, Infants, and Toddlers; Parent Involvement—General; Parent Involvement in Child Development and Education; Parent Involvement in Health, Nutrition, and Mental Health Education; Parent Involvement in Community Advocacy; Parent Involvement in Transition Activities
- **1304.50.** Operation of Head Start Programs by Grantees and Delegate Agencies; Program Governance
- **1308.19(j).** Services for Children with Disabilities; Developing Individualized Education Programs (IEPs): Grantees and their delegates must make vigorous efforts to involve parents in the IEP process.
- **1308.21.** Services for Children with Disabilities; Parent Participation and Transition of Children into Head Start and from Head Start to Public School

Core Question 15. Community Partnerships Standards

- **1304.23(b)(4).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Nutrition; Nutritional Services: Parents and appropriate community agencies must be involved in planning, implementing, and evaluating the agencies' nutritional services.
- **1304.24(a)(3)(iv).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Mental Health; Mental Health Services: Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to utilize other community mental health resources, as needed.
- **1304.40(e)(4).** Operation of Head Start Programs by Grantees and Delegate Agencies; Family Partnerships; Parent Involvement in Child Development and Education: Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services.
- **1304.41.** Operation of Head Start Programs by Grantees and Delegate Agencies; Community Partnerships
- **1308.4(l)(1)–1308.4(l)(7).** Services for Children with Disabilities; Purpose and Scope of Disabilities Service Plan: The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEAs and other agencies within the grantee's service area. If no agreement can be reached, the grantee must document its efforts and inform the regional office. The agreements must address Head Start participation in the public agency's Child Find plan under Part B of IDEA; joint training of staff and parents; procedures for referral for evaluations, IEP meetings and placement decisions; transition; resource sharing; Head Start commitment to provide the number of children receiving services under IEPs to the LEA for the LEA Child Count report by December 1 annually; any other items agreed to by both parties. Grantees must make efforts to update their agreements annually.
- **1310.23.** Head Start Transportation; Coordinated Transportation

Core Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance Standards

- **1305.3–1305.8.** Eligibility, Recruitment, Selection, Enrollment, and Attendance; Determining Community Strengths and Needs; Age of Children and Family Income Eligibility; Recruitment of Children; Selection Process; Enrollment and Re-enrollment; Attendance

- **1308.5.** Services for Children with Disabilities; Recruitment and Enrollment of Children with Disabilities

Core Question 17. Facilities, Materials, Equipment, and Transportation Standards

- **84.5.** Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving Federal Financial Assistance; Assurances Required
- **1304.21(a)(4)(iv).** Operation of Head Start Programs by Grantees and Delegate Agencies; Education and Early Childhood Development; Child Development and Education Approach for All Children: Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.
- **1304.21(a)(5)–1304.21(a)(6).** Operation of Head Start Programs by Grantees and Delegate Agencies; Education and Early Childhood Development: In center-based settings, grantee and delegate agencies must promote each child's physical development. In home-based settings, grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials.
- **1304.22(e)(7).** Operation of Head Start Programs by Grantees and Delegate Agencies; Education and Early Childhood Development; Child Health and Safety; Hygiene: Grantee and delegate agencies operating programs for infants and toddlers must space cribs and cots at least three feet apart to avoid spreading contagious illness and to allow for access to each child.
- **1304.23(e).** Operation of Head Start Programs by Grantees and Delegate Agencies; Child Nutrition; Food Safety and Sanitation
- **1304.53(a)(1)–1304.53(a)(5).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Physical Environment and Facilities: Grantee and delegate agencies must provide a physical environment and facilities conducive to learning and reflective of the different stages of development of each child. Grantee and delegate agencies must provide appropriate space for the conduct of all program activities (see 45 *CFR* 1308.4 for specific access requirements for child with disabilities). The center space provided by grantee and delegate agencies must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions. The indoor and outdoor space in Early Head Start of Head Start centers in use by mobile infants and toddlers must be separated from general walkways and from areas in use by preschoolers. Centers must have at least 35 square feet of usable indoor space per child available for the care and use of children (i.e., exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and at least 75 square feet of usable outdoor play space per child.
- **1304.53(a)(7)–(9).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Physical Environment and Facilities: Grantee and delegate agencies must provide for the maintenance, repair, safety, and security of all Early Head Start and Head Start facilities, materials and equipment. Grantee and delegate agencies must provide a center-based environment free of toxins, such as cigarette smoke, lead, pesticides, herbicides, and other air pollutants as well as soil and water contaminants. Agencies must ensure that no child is present during the spraying of pesticides or herbicides. Children must not return to the affected area until it is safe to do so.
- **1304.53(a)(10)(iv).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Physical Environment and Facilities
- **1304.53(a)(10)(xiv)–1304.53(a)(10)(xv).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Physical Environment

Note: Core Question 17 is not fully addressed in the *Side-by-Side Comparison* because only partial comparisons can be made to the CCR instrument. While Core Question 17 is referenced in this document, it corresponds more directly to California licensing requirements for child care and development programs.

BEST COPY AVAILABLE

and Facilities: Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. At a minimum, agencies must ensure that toilets and handwashing facilities are adequate, clean, in good repair, and easily reached by children. Toileting and diapering areas must be separated from areas used for cooking, eating, or children's activities. Toilet training equipment is provided for children being toilet trained.

- **1304.53(a)(10)(xvii).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Physical Environment and Facilities: Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety, and developmental needs of children. At a minimum, agencies must ensure that adequate provisions are made for children with disabilities to ensure their safety, comfort, and participation.
- **1304.53(b).** Operation of Head Start Programs by Grantees and Delegate Agencies; Facilities, Materials, and Equipment; Head Start Physical Environment and Facilities; Head Start Equipment, Toys, Materials, and Furniture
- **1306.30(c).** Staffing Requirements and Program Options; Provisions of Comprehensive Child Development Services: The facilities used by Early Head Start and Head Start grantee and delegate agencies for regularly scheduled center-based and combination program option classroom activities must comply with state and local requirements concerning licensing. In cases where these licensing standards are less comprehensive or less stringent than the Head Start regulations, grantee and delegate agencies are required to assure that their facilities are in compliance with the Head Start program performance standards related to health and safety as found in 45 *CFR* 1304.53(a), Physical Environment and Facilities.
- **1308.4(o)(4)–1308.4(o)(6).** Services for Children with Disabilities; Purpose and Scope of Disabilities Service Plan: The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include making services accessible and providing transportation and special equipment and materials.
- **1310.10.** Head Start Transportation; General
- **1310.12(b).** Head Start Transportation; Required Use of School Buses of Allowable Alternate Vehicles: Effective February 20, 2001, each Head Start and Early Head Start agency receiving permission from the responsible HHS official to purchase a vehicle with grant funds for use in providing transportation services to children in its program or a delegate agency's program must ensure that the funds are used to purchase a vehicle that is either a school bus or an allowable alternate vehicle and is equipped.
- **1310.13–1310.15(b).** Head Start Transportation; Maintenance of Vehicles; Inspection of New Vehicles at the Time of Delivery; Operation of Vehicles: Baggage and other items transported in the passenger compartment are properly stored and secured, the aisles remain clear, and the doors and emergency exits remain unobstructed at all times.
- **1310.15(d).** Head Start Transportation; Operation of Vehicles: Except for bus monitors who are assisting children, all vehicle occupants must be seated and wearing height- and weight-appropriate safety restraints while the vehicle is in motion.
- **1310.20.** Head Start Transportation; Trip Routing
- **1310.22(b).** Head Start Transportation; Children with Disabilities: Each Head Start, Early Head Start and delegate agency must ensure compliance with the Americans with Disabilities Act (42 *USC* 12101 et seq.), the HHS regulations at 45 *CFR* 84, implementing Section 504 of the Rehabilitation Act of 1973 (29 *USC* 794), and the Head Start Program Performance Standards on Services for Children with Disabilities (45 *CFR* 1308) as they apply to transportation services.
- **1310.23.** Head Start Transportation; Coordinated Transportation

Selected References

American Institutes for Research. *PRISM—Program Review Instrument for Systems Monitoring of Head Start and Early Head Start Grantees: All Instruments, 2002.* Washington, D.C.: U.S. Department of Health and Human Services, 2002.

California Department of Education. *Coordinated Compliance Review Training Guide, 2002-2003.* Sacramento: California Department of Education, 2001.

02-010 202-2456-156 4/03 2,500

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Side by-Side Comparison

Author(s): American Institute for Research

Corporate Source: CA Dept of Education

Publication Date: May 2003

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☒

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature:	Printed Name/Position/Title: Michael Zito, Consultant
Organization/Address: CDE, 1430 N St, Suite 6308, Sacramento, CA 95814	Telephone: 916 323-9727 FAX:
	E-Mail Address: mzito@cde.ca.gov Date: 6/20/03

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com